

BLUFFTON ELEMENTARY

160 H.E. McCracken Circle
Bluffton, S.C. 29910

GRADES PK-5 Elementary School

ENROLLMENT 669 Students

PRINCIPAL Dr. Kathleen Corley 843-706-8500

SUPERINTENDENT Herman K. Gaither 843-322-2300

BOARD CHAIR Earl Campbell 843-322-2356

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
23	38	2	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 21 out of 27 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

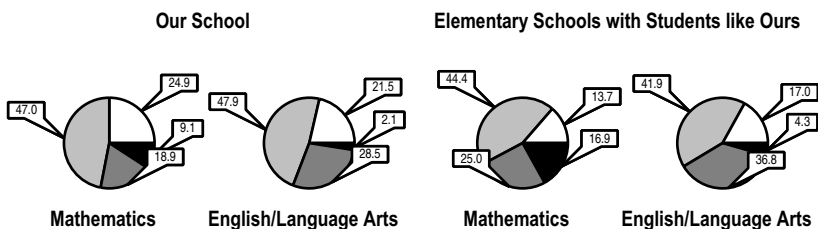
FOR MORE INFORMATION, VISIT WEBSITES AT:




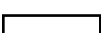
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Excellent	N/A
2002	Good	Excellent	N/A
2003	Good	Below Average	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	0	99	89
Percent satisfied with learning environment	N/R	94.9%	92.7%
Percent satisfied with social and physical environment	N/R	93.9%	81.9%
Percent satisfied with home-school relations	N/R	88.9%	92.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	330	99.7	21.5	47.9	28.5	2.1	30.6	17.6
Gender								
Male	170	99.4	23.5	49.0	26.2	1.3	27.5	17.6
Female	160	100.0	19.3	46.7	31.1	3.0	34.1	17.6
Racial/Ethnic Group								
White	193	100.0	11.8	46.5	38.8	2.9	41.8	17.6
African-American	75	98.7	31.8	57.6	10.6	N/A	10.6	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	59	100.0	44.4	40.0	13.3	2.2	15.6	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	290	99.7	19.7	45.5	32.4	2.5	34.8	17.6
Disabled	40	100.0	32.5	62.5	5.0	N/A	5.0	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	330	99.7	21.6	47.5	28.7	2.1	30.9	17.6
English Proficiency								
Limited English proficient	47	100.0	51.3	43.6	5.1	N/A	5.1	17.6
Non-limited English proficient	283	99.6	16.9	48.1	32.5	2.5	35.0	17.6
Socio-Economic Status								
Subsidized meals	119	99.2	38.3	47.7	11.2	2.8	14.0	17.6
Full-pay meals	211	100.0	11.3	48.0	39.0	1.7	40.7	17.6

Mathematics								
All students	330	100.0	24.9	47.0	18.9	9.1	28.1	15.5
Gender								
Male	170	100.0	26.7	45.3	18.0	10.0	28.0	15.5
Female	160	100.0	23.0	48.9	20.0	8.1	28.1	15.5
Racial/Ethnic Group								
White	193	100.0	12.4	49.4	24.1	14.1	38.2	15.5
African-American	75	100.0	46.3	43.3	9.0	1.5	10.4	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	59	100.0	42.2	40.0	15.6	2.2	17.8	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	290	100.0	22.4	46.1	21.2	10.2	31.4	15.5
Disabled	40	100.0	40.0	52.5	5.0	2.5	7.5	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	330	100.0	25.1	46.6	19.1	9.2	28.3	15.5
English Proficiency								
Limited English proficient	47	100.0	46.2	43.6	7.7	2.6	10.3	15.5
Non-limited English proficient	283	100.0	21.7	47.1	20.9	10.2	31.1	15.5
Socio-Economic Status								
Subsidized meals	119	100.0	42.6	39.8	13.9	3.7	17.6	15.5
Full-pay meals	211	100.0	14.1	51.4	22.0	12.4	34.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	80	N/A	13.7	46.6	38.4	1.4	39.7
	Grade 4	108	N/A	20.8	44.6	33.7	1.0	34.7
	Grade 5	99	N/A	18.9	48.4	29.5	3.2	32.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	98.9	18.4	40.8	39.5	1.3	40.8
	Grade 4	106	100.0	23.4	41.5	33.0	2.1	35.1
	Grade 5	131	100.0	21.9	57.9	17.5	2.6	20.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	80	N/A	38.4	42.5	15.1	4.1	19.2
	Grade 4	108	N/A	27.7	38.6	18.8	14.9	33.7
	Grade 5	99	N/A	26.3	34.7	22.1	16.8	38.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	93	100.0	32.5	45.5	16.9	5.2	22.1
	Grade 4	106	100.0	16.0	51.1	19.1	13.8	33.0
	Grade 5	131	100.0	27.2	44.7	20.2	7.9	28.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 669)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.3%	Down from 2.1%	2.1%	2.4%
Attendance rate	95.2%	Down from 95.7%	96.1%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	20.0%	Down from 24.5%	21.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.0%	Up from 5.6%	7.5%	8.0%
Older than usual for grade	0.3%	Up from 0.2%	0.6%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 48)				
Teachers with advanced degrees	54.2%	Up from 50.0%	54.5%	50.0%
Continuing contract teachers	81.3%	Up from 75.0%	89.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	80.6%	N/A	88.4%	86.2%
Teacher attendance rate	94.4%	Down from 96.4%	95.5%	95.3%
Average teacher salary	\$42,484	Up 8.4%	\$41,887	\$39,909
Prof. development days/teacher	13.2 days	Up from 8.2 days	10.7 days	11.4 days

School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio	19.3 to 1	Up from 17.6 to 1	19.8 to 1	18.9 to 1
Prime instructional time	87.4%	Down from 90.6%	90.3%	89.7%
Dollars spent per pupil*	\$6,280	Up 4.4%	\$5,682	\$5,892
Percent spent on teacher salaries*	56.8%	Down from 61.4%	67.3%	66.6%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	97.4%	Down from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, Bluffton Elementary School received its second Palmetto Gold Award (both years the award has been given). Our rating was excellent during both years due to impressive growth among traditionally under-served populations (minorities, low income, and special needs students). (Second language is not taken into account with regard to the PACT.) We attribute our success at Bluffton Elementary to a number of factors, including a clear vision with regard to behavioral expectations, a great school climate, a very talented and caring teaching staff, a multi-age platform for the organization of classes, teaching through multiple modalities and learning styles, arts infusion in the curriculum, a very strong literacy program, and a supportive community.

Ours is an exceedingly fast-growing area. The school again grew by over one hundred students this year. Our Hispanic population again grew as well. We added more portable classrooms at the beginning of the year, and, in a bittersweet move, split our population at the end of the year.

Due to our tremendous growth in Bluffton, we sent approximately 275 students to a brand new school, Okatie Elementary. We needed the space, but sending away our friends, along with a number of teachers, assistants, our counselor, Ms. Scott, and our assistant principal (Okatie's new principal), Mrs. Pinckney, made for a sad occasion for us. We wish them the best of luck and will always be close by -in more ways than one.

If you are a member of one of our families that visits us for Kids' Club, teacher conferences, Portfolio Night, PTO, SIC, quarterly music programs, parent support meetings, or the annual picnic in the spring, or you watch the Drum and Flag Team in the parades, hear the children singing at various events around town, or volunteer at school, please keep it up. We need you. If you have not been involved in these things, please do so. Your children need you. Check the weekly newsletter or the website any time: www.blufftonelementary.org.

Dr. Kathleen K. Corley, principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.